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ABSTRACT

This report represents the first Graduate Student Follow-up Study by the Teacher Education Assessment Committee (TEAC) at Central Missouri State University (Missouri). TEAC is a centralized system of data collection and assessment that conducts and publishes results of periodic assessments and evaluations of Central's teacher education programs by soliciting input from education faculty, preservice teachers, program graduates, and principals of educators prepared at Central. Of the 684 graduate students who completed an MSE or Ed.S during the 1991-1995 school years, 275 completed the survey. Results indicated that most respondents were full-time, public school educators working in regular education classrooms. They believed their graduate courses made them more competent teachers and helped them become better researchers. They also felt that their instruction encouraged development of reflection, critical thinking and problem solving, and that graduate courses reflected knowledge derived from research and professional practice. The graduate students spoke positively about Central's flexible class scheduling, excellent faculty who taught well, and strong, caring advisors. They pointed out four areas of weakness: faculty not current with classroom experiences, too much theory, repetition of content from class to class, and lack of technology use in graduate courses. They suggested that more classes be offered off campus at various sites across the area. The survey instrument is appended. (Author/SM)

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ED 417 180

1996 Graduate Student Follow-Up Study

as compiled by

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of the

Teacher Education Assessment Committee (TEAC)

October, 1996

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Introduction

This report represents the first Graduate Student Follow-Up Study by the Teacher Education Assessment Committee (TEAC) at Central Missouri State University (Central), Warrensburg, Missouri.

TEAC is a centralized system of data collection and assessment that conducts and publishes results of periodic assessments and evaluations of Central's Teacher Education Programs by soliciting input from: A) Central's teacher education faculty; B) pre-service teacher education candidates; C) in-service teachers and other graduates of Central's teacher education programs; and D) employers of educators who were prepared by Central. The results of all assessments and evaluations are shared with all Departments involved in teacher education programs. TEAC provides specific information to individual departments for use in the advisement and counseling of students as well as program revision and course development. The use of TEAC survey data has been helpful to the University, so that it can look at the whole picture.

TEAC and the Office of Institutional Research and Testing Services have jointly developed a data-base of 13,000 past and present Central students and coordinate that data with the Office of Clinical Services and the Teacher Education Council. TEAC designed five major surveys based on Freemans (1988) research. TEAC has provided information for the Missouri Department of Elementary and Secondary Education, NCATE accreditations, and the North Central Association assessment. The results of the DESE and NCATE studies have been shared with the appropriate committees for ongoing program planning and accreditation reports.

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Of the 684 graduate students who completed an MSE or EdS during the 1991 through 1995 school years, 275 (40% return) completed the survey.

Follow-up Survey of MSE/Ed.S Graduate Students

Department of Curriculum and Instruction, Summer, 1996

Please check the **GRADUATE DEGREE YOU COMPLETED AT CMSU AND AREA OF EMPHASIS (MAJOR):** (Note: Reading should be marked K - 12).

MSE 225 Ed.S 50 Year Degree Completed 1991 = 25, 1992 = 57, 1993 = 35, 1994 = 45, 1995 = 91

Elementary 92
Secondary 58
K - 12: 47
Adult Ed. 9
Admin. 74 Elementary 20 Secondary 54

A. Undergraduate Preparation Where did you receive your undergraduate degree?

Institution See Attachment Year _____
Major _____ Minor _____

B. Current employment information

Are you currently employed as an educator?
Yes 261 (If YES, go to part 1 below) **No** 14 (If NO, go to part 2 below)

1. If Yes, Please answer the following:

Type of school (check one):
Public 245 Private/parochial 11 Other 5

Level (check one):
Preschool (kindergarten/nursery) 13
Elementary 110
Junior High/Middle School 53
Secondary School 63
Other (specify) 22

What is your primary responsibility?
Teacher's Aide 1
Teacher (faculty) 200
Administration/supervision 50
Guidance/counseling ?
Other (specify) 8

My position is:
Full-time 253 Part-time (1/2 day or less) 8

I work primarily with the following types of students:
Regular classroom 180 Special education 42
Gifted and talented 11 Other (specify) 30

2. If No, are you actively seeking a teaching position?
   Yes 2 No 12
   Are you employed in a school setting?
   Yes 6 No 5
   Place of employment_____
   Job title_____

C. Program Evaluation

To what extent do you feel the graduate courses you took at CMSU helped you to achieve the intended goals and objectives stated below:
(Please respond to the statements listed below. If you do not have enough information to respond to a specific statement, leave it blank)

Questions 1-9 relate to graduate instruction and your MSE/Ed.S coursework at CMSU:

1. The graduate courses you completed helped you to become more competent as a professional educator or develop competencies that could lead to other professional roles (e.g., school library media specialist, school psychologist, principal, etc.).

   87 = Strongly Agree 165 = Agree 14 = Disagree 3 = Strongly Disagree 2 = NA

2. The courses you took built upon and extended prior knowledge and experiences that included a core understanding of learning and practices that support learning.

   91 = Strongly Agree 173 = Agree 7 = Disagree 1 = Strongly Disagree 1 = NA

3. Through your graduate courses you developed the ability to use research and research methods.

   135 = Strongly Agree 127 = Agree 7 = Disagree 2 = Strongly Disagree 1 = NA

4. Your coursework helped you to increase your knowledge and understanding about issues and trends to improve practice in schools and classrooms.

   101 = Strongly Agree 154 = Agree 13 = Disagree 3 = Strongly Disagree 1 = NA

5. The instruction in your graduate courses reflected knowledge derived from research and professional practice.

   83 = Strongly Agree 166 = Agree 20 = Disagree 2 = Strongly Disagree 0 = NA

6. Graduate faculty used a variety of instructional strategies that reflected an understanding of different models and approaches to learning.

   63 = Strongly Agree 153 = Agree 50 = Disagree 4 = Strongly Disagree 2 = NA

7. Instruction in your graduate courses encouraged the development of reflection, critical thinking, and problem solving.

   82 = Strongly Agree 165 = Agree 24 = Disagree 1 = Strongly Disagree 0 = NA

8. Graduate level instruction reflected knowledge about and experiences with cultural diversity and exceptionalities.

   34 = Strongly Agree 167 = Agree 56 = Disagree 5 = Strongly Disagree 8 = NA

9. In your graduate level courses technology was integrated into instruction.

12 = Strongly Agree 115 = Agree 122 = Disagree 11 = Strongly Disagree 9 = NA

Questions 10-13 relate to internships/practicums within your MSE/Ed.S program at CMSU (if your graduate program did not require an internship or practicum, skip to question 14):

10. Internships/practicums were well-planned and sequenced, and were of high quality.

33 = Strongly Agree 64 = Agree 23 = Disagree 5 = Strongly Disagree 19 = NA

11. Internships/practicums related principles and theories to actual practice in classrooms and schools.

31 = Strongly Agree 76 = Agree 15 = Disagree 2 = Strongly Disagree 19 = NA

12. Internships/practicums created meaningful learning experiences within a variety of communities, with students of different ages and with culturally diverse and exceptional populations.

28 = Strongly Agree 58 = Agree 32 = Disagree 3 = Strongly Disagree 22 = NA

13. Internships/practicums encouraged reflection by candidates and included feedback from higher education faculty, school faculty, and peers.

40 = Strongly Agree 58 = Agree 24 = Disagree 2 = Strongly Disagree 19 = NA

Questions 14-21 relate to admission into and completion of the CMSU graduate program:

14. The criteria for admission to the graduate school and your specific program ensured quality candidates.

46 = Strongly Agree 194 = Agree 22 = Disagree 3 = Strongly Disagree 4 = NA

15. Incentives and affirmative procedures helped attract you to CMSU's graduate school.

25 = Strongly Agree 83 = Agree 94 = Disagree 24 = Strongly Disagree 39 = NA

16. In your opinion, the graduate student body was culturally diverse.

26 = Strongly Agree 148 = Agree 77 = Disagree 10 = Strongly Disagree 7 = NA

17. Your academic progress was systematically monitored with appropriate academic and professional advisement.

63 = Strongly Agree 139 = Agree 49 = Disagree 20 = Strongly Disagree 0 = NA

18. Your academic progress was monitored through systematic procedures and timelines.

52 = Strongly Agree 155 = Agree 46 = Disagree 13 = Strongly Disagree 3 = NA

19. Your ability to create meaningful learning experiences in your classroom(s), based on knowledge gained through your graduate courses, was assessed.

36 = Strongly Agree 148 = Agree 61 = Disagree 9 = Strongly Disagree 16 = NA

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20. During your graduate experience at CMSU you were provided clear information about institutional policies and requirements needed for completing your degree.

80= Strongly Agree 153 = Agree 31 = Disagree 8 = Strongly Disagree 1 = NA

21. A clear set of exit criteria/outcomes for completion of the degree was provided.

92= Strongly Agree 157 = Agree 18 = Disagree 4 = Strongly Disagree 2 = NA

Questions 22-26 relate to the graduate faculty at CMSU;

22. Graduate faculty were knowledgeable about current practice related to the use of computers and technology.

37= Strongly Agree 127 = Agree 63 = Disagree 10 = Strongly Disagree 32 = NA

23. Graduate faculty were knowledgeable about and had experience with cultural differences and exceptionalities.

38= Strongly Agree 168 = Agree 36 = Disagree 3 = Strongly Disagree 21 = NA

24. Graduate faculty who served as thesis advisors were competent in research methodology.

90= Strongly Agree 62 = Agree 3 = Disagree 3 = Strongly Disagree 98 = NA

25. Graduate faculty who served as thesis advisors were knowledgeable about your selected subject/discipline.

72= Strongly Agree 77 = Agree 6 = Disagree 2 = Strongly Disagree 98 = NA

26. Graduate faculty who served as graduate advisors were competent and knowledgeable of the graduate program.

126= Strongly Agree 114 = Agree 15 = Disagree 11 = Strongly Disagree 2 = NA

27. Please consider all dimensions of your graduate program at CMSU and respond to the following questions:

A. Describe the greatest strengths of the overall program.

See Attachment

B. Describe the greatest weaknesses of the overall program.

See Attachment

28. Describe some specific action(s) that you think the Department of Curriculum and Instruction should take to improve the MSE or Ed.S. program(s). (e.g., Additional course offerings, changes in present course offerings, etc.)

See Attachment

Thank YOU for Helping!

Undergraduate Institution

Institution	Year	Major	Minor
Abilene Christian	66	ELED	
Arkansas State	69	Sociology	Psychology
Baker	81	Biology	SS
Baker	88	ELED	Math
Baker	82	Art	Psychology
Baylor	88	ELED	Math
Benedictine	70	Spanish	Education
Buena Vista	88	ELED	
Central Methodist	90	Business	Music
CMSU	62	Biology	PE
CMSU	64	Music	English
CMSU	64	ELED	
CMSU	64	Spanish	Business
CMSU	65	PE	Health
CMSU	68	ELED	
CMSU	68	Home Economics	
CMSU	68	ELED	
CMSU	69	ELED	
CMSU	70	ELED	Music
CMSU	71	SS	PE
CMSU	71	ELED	
CMSU	71	English	
CMSU	72	Art	
CMSU	73	Speech/Drama	English
CMSU	73	PE	Health
CMSU	74	Speech/Theatre	Journalism
CMSU	74	Business	
CMSU	75	Industrial Arts	Drivers Education
CMSU	75	Biology	General Science
CMSU	75	ELED	
CMSU	75	Speech/Theatre	Sociology
CMSU	75	Music	Social Work
CMSU	76	ELED	
CMSU	77	ELED	EMH
CMSU	77	ELED	
CMSU	77	ELED	
CMSU	78	Home Economics	
CMSU	78	Math	
CMSU	78	PE	
CMSU	78	PE	
CMSU	78	ELED	
CMSU	79	Textiles/Clothing	Business
CMSU	79	PE/Health	Drivers Education
CMSU	79	SS	
CMSU	79	SS	
CMSU	80	SpED	ELED
CMSU	80	ELED	
CMSU	80	ELED	
CMSU	81	ELED	Art

CMSU	81	SS	Earth Science
CMSU	81	SpED	ELED
CMSU	81	Home Economics	Photography
CMSU	81	ELED	SpED
CMSU	81	Home Economics	
CMSU	81	Home Economics	
CMSU	82	ELED	Coaching
CMSU	83	Art	
CMSU	83	Art	
CMSU	83	ELED	Earth Science
CMSU	84	Math/Comp Sci	Business
CMSU	84	Business	
CMSU	84	ELED	
CMSU	84	Management	
CMSU	84	ELED	EC
CMSU	84	ELED	
CMSU	85	ELED	Psychology
CMSU	85	ELED	
CMSU	85	ELED	
CMSU	85	SpED	
CMSU	85	SS	
CMSU	86	PE	SS
CMSU	86	ELED	
CMSU	86	ELED	Math
CMSU	87	ELED	EC
CMSU	87	ELED	Math
CMSU	87	ELED	Music
CMSU	87	ELED	SS
CMSU	87	ELED	
CMSU	87	Math	
CMSU	87	SpED	
CMSU	87	Music	Vocal
CMSU	87	ELED	Spanish
CMSU	88	Chemistry	Biology
CMSU	88	PE	Biology
CMSU	88	ELED	EC
CMSU	88	ELED	EC
CMSU	88	ELED	EC
CMSU	88	ELED	Science
CMSU	88	Physics	Science
CMSU	88	ELED	
CMSU	88	Home Economics	
CMSU	88	SpED	
CMSU	88	ELED	
CMSU	89	ELED	EC
CMSU	89	ELED	EC
CMSU	89	SpED	ELED
CMSU	89	ELED	EMH
CMSU	89	ELED	Math
CMSU	89	ELED	Math
CMSU	89	ELED	Math
CMSU	89	ELED	Math
CMSU	89	ELED	
CMSU	89	ELED	
CMSU	89	ELED	
CMSU	89	ELED	
CMSU	89	SS	English
CMSU	89	ELED	Math
CMSU	89	ELED	
CMSU	89	Home Economics	

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CMSU	90	ELED	EC
CMSU	90	ELED	EC
CMSU	90	ELED	SpED
CMSU	90	English	
CMSU	90	Business	
CMSU	91	ELED	Math
CMSU	91	Business	
CMSU	91	ELED	Middle School
CMSU	91	ELED	
CMSU	92	English	Journalism
CMSU	92	SpED	
CMSU	92	ELED	
CMSU	93	ELED	
CMSU	93	English	
CMSU		Math	German
CMSU		PE	Health
CMSU		ELED	Math
CMSU		Business	
CMSU		Education	
CMSU		ELED	
CMSU		ELED	
CMSU		ELED	
CMSU		Finance	
CMSU		Home Economics	
CMSU		PE	
CMSU		SpED	
CMSU	73	Speech/Drama	English
CMSU	79	ELED	
CMSU	80	PE	Drivers Education
CMSU	80	English	Journalism
CMSU	81	ELED	
CMSU	84	SpED	
CMSU	86	ELED	Math
CMSU	87	ELED	Math
CMSU	88	ELED	Science
CMSU	90	Business	
College of the Ozarks	80	Home Economics	
College of the Ozarks	84	ELED	
Colorado State	82	PE	
Concordia College	69	Education	Music
Concordia Teachers College		75	Education English Literature
Concordia-River Forest, IL		65	ELED Science
Concordia-River Forest, IL		74	Youth Work Math
Concordia-Seward, NB	78	Math	Coaching
Emporia	84	Earth Science	Chemistry
Fort Hayes State	68	ELED	Music
Fort Hayes State		Communications	Theatre
Graceland	65	Education	Psychology
Graceland	73	ELED	
Graceland	85	SpED	ELED
Graceland	92	ELED	

Kansas	66	PE	Science
Kansas	71	Sociology	
Kansas State	88	History	Theatre
KC Art Institute	74	Fibers	
Lincoln	74	ELED	Art
Lincoln	86	Math	Physics
Lincoln	74	Speech Path	
Louisiana Tech	78	Science	
Louisville	75	Math	French
Loyola	70	ELED	Theology
Marymount, KS	78	Psychology	
McPherson	60	ELED	
Missouri Valley	65	ELED	English
Missouri Valley	70	SS	English
Missouri Valley	70	Sec Ed	Math
Missouri Valley	70	PE	Science
Missouri Valley	72	PE	Health
Missouri Valley	75	Speech/Drama	English
Missouri Valley	82	SpED	ELED
Missouri Valley	90	ELED	Earth Science
Missouri Valley	68	Math	Education
Missouri Valley	83	PE	SS
Missouri-Columbia	68	Agriculture	Education
Missouri-Columbia	69	Library Science/Spanish	
Missouri-Columbia	78	Enginering	
Missouri-Columbia	79	Biology	
Missouri-Columbia	80	Education	Science
Missouri-Columbia	81	Home Economics	Fashion Merchandising
Missouri-Columbia	82	Agriculture	
Missouri-Columbia	83	Home Economics	
Missouri-Columbia	84	ELED	
Missouri-Columbia	85	SpED	
Missouri-Columbia	85	PE	
Missouri-Columbia	86	SpED	
Missouri-Columbia	87	Marketing	
Missouri-Columbia	88	ELED	
Missouri-Columbia	88	Industrial Arts	
Missouri-Columbia	90	English	
Morningside	80	ELED	Business
MSSC	70	ELED	English
MSSC	70	Education	
MSSC	74	ELED	English
MSSC	85	English	
MSSC	86	ELED	Reading
MSSC	89	ELED	EC
MWSC	72	Criminal Justice	

MWSC	78	ELED	
MWSC	80	SpED	
MWSC	83	History	Art
MWSC	87	Criminal Justice	Paralegal
MWSC	88	History	
MWSC	90	PE/Health	
MWSC	91	ELED	
NE Oklahoma State	72	History	Health
NE Oklahoma State	72	History	Health
Nebraska	84	Industrial Arts	
Nebraska-Kearney	90	ELED	SpED
NEMS	73	Math	Science
NEMS	84	English	Communications
NEMS	84	PE	
NEMS	90	ELED	EC
Northern Iowa	68	Geology/Biology	Education
Northern Iowa	69	English	
Northern Iowa	69	English	
Northern Iowa	82	SpED	ELED
Northern Iowa	84	History	Coaching
Northern Iowa	84	History	Geography
Northern Iowa	85	Middle School	Science
NW Oklahoma State	78	ELED	PE
NWMS	69	ELED	Spanish
NWMS	71	English	French
NWMS	72	Home Economics	
NWMS	82	Math	Coaching
NWMS	85	ELED	EMH
NWMS	86	ELED	Math
NWMS	87	ELED	EC
NWMS	90	PE	Math
Oklahoma Baptist	71	English	History
Old Dominion	69	Education	SS
Old Dominion	80	ELED	Psychology
Ottawa	76	Communicaton Arts	Education
Pepperdine University	89	French	Spanish
Pittsburg State	70	PE	Geography
Pittsburg State	70	History	Psychology
School of the Ozarks	85	ELED	EC
Southwest Baptist	74	ELED	Speech
Southwest Baptist	79	Business	Office Administration
Southwest Baptist	79	Home Economics	
Southwest Baptist		Math	Science
St. Louis	71	Psychology	Chemistry

Stephan F. Austin	84	ELED	Reading
SWMS	72	Home Economics	
SWMS	75	Physical Science	
SWMS	78	SpEd	
SWMS	80	SS	
SWMS	81	Art	
SWMS	86	Earth Science	
SWMS	88	English	Journalism
Texas Wesleyan	85	Business	
UMKC	67	ELED	
UMKC	79	ELED	
UMKC	86	ELED	SS
UMKC	87	Sec Ed	Business
UMKC	87	Education	History
UMKC	89	ELED	
UMKC	91	ELED	SS
Washburn	83	ELED	English
Wayne State	71	Math	Chemistry
Wayne State	88	Education	
William Jewell	91	English	Education
William Woods	69	ELED	English Literature
William Woods	76	SS	Education
Wright State	82	SpED	ELED
Wyoming	85	Physical Science	
?	84	ELED	History

Place of Employment and Job Title

Of the 275 graduates who completed the survey, 245 are teachers or administrators in the public schools. Eighty-seven percent of the those responding work within a 90 mile radius of Warrensburg.

Summary of Strengths

The graduate students believe that their coursework helped them develop their ability to use research and research methods. They also believe that their coursework increased their knowledge and understanding about issues and trends to improve practice in schools and classrooms.

There were three additional areas that the graduate students spoke very positively about were CMSU's flexible class scheduling, excellent faculty who teach well and strong advisors who are very caring and accessible individuals.

Summary of Weaknesses

The graduate students also pointed out four areas of weakness which are as follows: Faculty not current with their classroom experiences; too much theory; repetition of content from class to class; and technology not being used in the graduate courses.

Summary of Specific Actions to take for Improvement

The graduate students suggested that more classes be offered off campus at various sites across the area, in addition more technology should be included within each course, and faculty should update all classes with current materials and themes.

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